

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	<b>Discovering Our Past (History Focus)</b>		
<b>Topic Focus</b>	<b>Tell Me a Story (Including the gunpowder plot)</b>	<b>Groovy Greeks (Ancient Greece)</b>	<b>Journey through the Decades (Leisure and entertainment in 20th Century)</b>
<b>Moral Focus</b>	Conflict	Loyalty	Prejudice
<b>English</b>	Fairy Tales Retellings of stories heard and read Letters Lists, labels and captions	Myths and Legends Newspaper Recounts	Science fiction Contemporary Stories Biography Non-chronological reports
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Working Scientifically  Physics – Seasonal changes (continual)  Chemistry – Everyday Materials	Working Scientifically  Biology – Animals, including Humans	Physics – Earth and Space  Physics - Electricity
<b>RE</b>	Believing F1 Key Question: Which stories are special and why? F2 Key question: Which people are special and why?  1.1 Key Question: Who is a Christian and what do they believe? 1.2 Key Question: Who is a Muslim and what do they believe?	Believing  L2.1 Key question: What do people believe about God?	Believing  U2.3 Key question: What do religions say to us when life gets hard?
<b>History</b>	Events Beyond Living Memory (national or global) - Gunpowder plot	Ancient Greece - A study of Greek life and achievements and their influence on the western world	British history, that extends chronological knowledge beyond 1066 - leisure and entertainment in the 20 <sup>th</sup> Century

	<p>Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p>Significant Historical Events and Places:</p> <ul style="list-style-type: none"> <li>- Gunpowder plot/Houses of Parliament</li> </ul>		<p>World history</p> <p>Black History Month</p> <ul style="list-style-type: none"> <li>- linked to science (space race/NASA Computers – Katherine Johnson)</li> </ul>
<b>Geography</b>	<p><u>United Kingdom – West Heselton/London</u></p> <p><u>Local Field Work</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of West Heselton/London</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><u>Europe - Greece</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on key physical and human characteristics and major cities</li> <li>-</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers, mountains</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</li> </ul>	<p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>- <u>links to North America where possible</u></li> </ul> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

	<ul style="list-style-type: none"> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>		<ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Art and Design</b>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Printing</p> <ul style="list-style-type: none"> <li>- relief or impressed blocks</li> <li>- repeating patterns</li> <li>- two overlays</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines, marks, tone, form and texture</li> <li>- Perspective and Composition</li> </ul>
<b>Design and Technology</b>	Free standing structures	<p>Food – Healthy and a varied diet (fits in with science)</p> <p>Electrical Systems: Simple Programming and Control</p>	<p>Electrical systems – more complex switches and circuits</p> <p>Mechanical systems – Pulleys and gears</p>
<b>Music</b>	TBC	TBC	TBC

<b>Physical Education</b>	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	My healthy lifestyle	My healthy lifestyle	My healthy lifestyle
<b>Ancient and MFL</b>	French	French	French
<b>Computing</b>	Text and Images: Computer skills 1 Word Processing 1 Presentation 2 Painting 1 Computer Art 2	Coding and Programming: Programming Turtle Logo and Scratch 3 Programming Turtle Logo 4 Scratch Questions 4	Multimedia Sound and Motion: Radio Station 5 Film Making 6 Coding and Programming: Controlling Devices 5 Scratch Story 6
<b>Key celebrations this term</b>	Remembrance Bonfire Night Christingle Christmas		
<b>Launch</b>	??	??	??
<b>Landing</b>	Christmas fair (themed to the History focus if possible)		

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	<b>Exploring our World (Geography Focus)</b>		
<b>Topic Focus</b>	<b>Polar Adventures (Cold Areas of the World)</b>	<b>Location, location (Settlements in the UK)</b>	<b>Rockin' all over the World (World wide, including Russia)</b>
<b>Moral Focus</b>	Tradition	Change	Fear
<b>English</b>	Stories with predictable and patterned language Recounts Newspapers Poetry – rhyme and riddles Poetry – classic and contemporary learnt by heart	Letters Poetry – Kennings Stories set in historical contexts	Balanced Argument Letter Poetry Traditional and/or Folk Tales
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Working Scientifically  Physics – Seasonal changes (continual)  Biology – Animals, including Humans	Working Scientifically  Chemistry – Materials, states of matter  Physics - Sound	Working Scientifically  Physics – Forces: gravity, resistance, mechanisms
<b>RE</b>	Expressing F3 Key question: Which places are special and why? F4 Key question: Which times are special and why?  1.5 Key question: What makes some places sacred?	Expressing  L2.4 Key question: Why do people pray?	Expressing  U2.4 Key question: If God is everywhere, why go to a place of worship?

<p><b>History</b></p>	<p>Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Linked to science</li> </ul>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>- <i>Late Neolithic hunter-gatherers and early farmers</i></li> <li>- <i>Bronze age religion and travel</i></li> <li>- <i>Iron age hill forts, farming, art and culture</i></li> </ul>	
<p><b>Geography</b></p>	<p><u>World wide – polar regions</u>  <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate the world's 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p><u>United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a regions of the United Kingdom</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of</li> </ul>	<p><u>World Wide – including Russia</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>Art and Design</b></p>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> <li>- Texture – textured paint</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Hard and soft materials</li> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Join clay</li> <li>- Construct clay base for extending</li> <li>- Patterns and textures</li> <li>- Papier–mache object</li> </ul>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Recycled, natural and man-made materials</li> </ul>

<b>Design and Technology</b>	Mechanisms – wheels and axles	Mechanical systems – Levers and linkages	Food – celebrating culture and seasonality
<b>Music</b>	TBC	TBC	TBC
<b>Physical Education</b>	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Keeping myself safe	Keeping myself safe	Keeping myself safe
<b>Ancient and MFL</b>	French	French	French
<b>Computing</b>	E Safety Using the Internet 2 Coding and Programming: Programming Toys 1	E Safety Technology in our lives: Internet Research 3 Online safety 3,4	E Safety Multimedia Text and Images: 3D modelling 5 Internet Research and Web Design 5 Coding and Programming: Scratch Games 5 Kodu Programming 6
<b>Key celebration events</b>	E Safety Week Fairtrade Fortnight World Book Day Lent Easter		
<b>Launch</b>	Sea life centre/The Deep visit??	??	??
<b>Landing</b>			

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	<b>Creating (Arts focus)</b>		
<b>Topic Focus</b>	<b>Marvellous Me (Family)</b>	<b>Wild Water (Water in Art)</b>	<b>Believers and Thinkers (Joseph and his Technicolor Dreamcoat??)</b>
<b>Moral Focus</b>	Strength	Beauty	Diversity and democracy
<b>English</b>	Instructions Explanations Narratives retold from another point of view	Modifying well- known stories Retelling simple stories in different ways Instructions/explanation	Persuasive texts Newspaper Playscripts
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Working Scientifically  Physics – Seasonal changes (continual)  Biology - Living things and habitats  Biology - Plants	Working Scientifically  Biology - Plants	Working Scientifically  Biology - Animals, including humans
<b>RE</b>	Living F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?  1.7 What does it mean to belong in a faith community?	Living  L2.7 Key question: What does it mean to be a Hindu in Britain today?	Living  U2.6 Key question: What does it mean to be a Muslim in Britain today?
<b>History</b>	Changes within living memory - Timeline of own life, chronological.	<i>Art history</i> - <i>Links to artists lives</i>	The achievements of the earliest civilisations

	<p>Compare Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Linked to art/geography</li> </ul>		<ul style="list-style-type: none"> <li>- An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>
<b>Geography</b>	<p><u>United Kingdom – linked to family locations</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p>	<p><u>World wide – including North America Rivers and Water Cycle - Local field work</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical characteristics</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions physical characteristics, key topographical features (coasts and rivers)</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of rivers in United Kingdom, rivers in a European country, and rivers in North America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers and the water cycle</li> </ul>	<p><u>World wide – Egypt</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</li> </ul>

	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>(including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>
<p><b>Art and Design</b></p>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Match and sort fabric</li> <li>- Change and modify threads and fabrics</li> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture - weaving</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Form and shape</li> <li>- Tone</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- 3D structures</li> <li>- Grades of thread and needles</li> <li>- Batik</li> <li>- Overlap and layer</li> </ul>
<p><b>Design and Technology</b></p>	<p>Food – Preparing fruit and vegetables</p>	<p>Structures – shell structures using computer-aided design</p> <p>Textiles – 2D shape to 3D product</p>	<p>Textiles – using computer aided design in textiles.</p>

<b>Music</b>	TBC	TBC (Dave Webb)	TBC (Dave Webb)
<b>Physical Education</b>	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Becoming an active citizen	Becoming an active citizen	Becoming an active citizen
<b>Ancient and MFL</b>	French	French	French
<b>Computing</b>	Coding and Programming: Programming Scratch 1 Technology in our lives: Using and Applying 1,2	Multimedia Text and Images: Drawing and Desktop Publishing 3 Internet Research 3 Presentation Skills 3 Word Processing 3,4 Using and Applying 3,4	Handling data: Spreadsheets 6 Technology in our Lives: Using and Applying 5,6
<b>Key celebration calendar events</b>	Whitsun Trinity Sunday Olympics? Sports Day Leavers		
<b>Launch</b>	Farm visit??	River visit/Water treatment visit??	Art gallery visit??
<b>Landing</b>	Play (linked to curriculum areas)		

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	<b>Discovering Our Past (History Focus)</b>		
<b>Topic Focus</b>	<b>Time Travelling (Local history)</b>	<b>Island Invaders (Anglo-Saxons)</b>	<b>Vicious Vikings (Vikings)</b>
<b>Moral focus</b>	Care	Power	Wealth
<b>English</b>	Traditional Tales Biography	Stories with Morals/Fables Biography	Recount Stories from different cultures Instructions Explanations
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Working Scientifically  Physics – Seasonal changes (continual)  Chemistry – Everyday Materials	Working Scientifically  Physics – Electricity  Physics – Light	Working Scientifically  Physics - Light
<b>RE</b>	Believing  F1 Key Question: Which stories are special and why? F2 Key question: Which people are special and why?  1.4 Key question: What can we learn from sacred books	Believing  L2.2 Key question: Why is the Bible important to Christians today?	Believing  U2.2 Key question: Can we live by the values of Jesus in the 21 <sup>st</sup> century?

<p><b>History</b></p>	<p>Events Beyond Living Memory (national or global): WW1/WW2</p> <p>Significant People (national and international): Linked to world wars and remembrance</p> <p>Significant Historical Events and Places: Remembrance day/own locality</p>	<p>Britain's settlements by Anglo-Saxons and Scots</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire</li> <li>- Scots invasion from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms (place names and village life)</li> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p>A local History Study</p> <p><i>For example</i></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British studies listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</li> </ul>	<p>Vikings and Anglo-Saxons (Kingdom of England to Edward the Confessor)</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- Resistance by Alfred the Great and Athelstan, first King of England</li> <li>- Further Viking Invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p>A local History Study - York</p> <p><i>For example</i></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British studies listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</li> </ul>
<p><b>Geography</b></p>	<p><u>United Kingdom – West Heselton</u></p> <p><u>Local Field Study</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Location knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>United Kingdom – Malton/Scarborough</u></p> <p><u>Local Field Study</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</li> </ul>	<p><u>United Kingdom – York</u></p> <p><u>Local Field Study</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</li> </ul>

	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of West Heselton</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers mountains</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
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<b>Art and Design</b>	Working as an artist (generic skills)  Drawing <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> Collage <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul>	Working as an artist (generic skills)  Painting <ul style="list-style-type: none"> <li>- Different effects and textures</li> <li>- Range of scales</li> <li>- Create effects and textures</li> <li>- Colour - primary, secondary, tints and shades</li> </ul>	Working as an artist (generic skills)  Printing <ul style="list-style-type: none"> <li>- relief and impressed blocks</li> <li>- three overlays</li> </ul>
<b>Design and Technology</b>	Structures – freestanding structures	Electrical Systems: Simple circuits and switches	Textiles - Combining different fabric shapes  Structures – frame structures
<b>Music</b>	TBC	TBC	TBC
<b>Physical Education</b>	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Me and my future	Me and my future	Me and my future
<b>Ancient and MFL</b>	French	French	French

<b>Computing</b>	Multimedia text and Images: Computer skills 1 Word Processing 1 Presentation 2 Painting 1 Computer Art 2	Multimedia Sound and Motion: Presentation 3 Animation 4	Coding and Programming Controlling Devices 5 Scratch Story 6 Multimedia Sound and Motion: Radio Station 5 Film Making 6
<b>Key celebration events this term</b>	Remembrance Bonfire Night Christingle Christmas		
<b>Launch</b>	??	??	York visit – including Minster??
<b>Landing</b>	Christmas fair (themed to the History focus if possible)		

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	<b>Exploring our World (Geography Focus)</b>		
<b>Topic Focus</b>	<b>The Animal Kingdom (Hot Area of the World)</b>	<b>Passport to...Italy (Europe – Italy)</b>	<b>Rio vs the Rainforest (South America)</b>
<b>Moral Focus</b>	Fairness	Failure	Wisdom and sustainability
<b>English</b>	Stories set in familiar settings Non-chronological reports Poetry – acrostic and rhyme Poetry – classic and contemporary learnt by heart	Shape poetry Traditional and/or Folk Tales Balance argument Persuasive	Poetry Stories with dilemmas Letters Balanced argument
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Working Scientifically  Physics – Seasonal changes (continual)  Biology – Animals including Humans	Working Scientifically  Physics – Forces  Physics – Magnets	Working Scientifically  Biology - Evolution and Inheritance
<b>RE</b>	Expressing  F3 Key question: Which places are special and why? F4 Key question: Which times are special and why?  1.6 Key question: How and why do we celebrate special and sacred times?	Expressing  L2.5 Key question: Why are festivals important to religious communities?	Expressing  U2.5 Key question: Is it better to express your religion in arts and architecture or in charity and generosity?

<p><b>History</b></p>	<p>Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Linked to Geography/Science</li> </ul>	<p>The Roman Empire and its Impact on Britain</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- <i>Julius Caesar's attempted invasion in 55-54 BC</i></li> <li>- <i>The Roman Empire by AD 42 and the power of its army</i></li> <li>- <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i></li> <li>- <i>British resistance, Boudicca</i></li> <li>- <i>Romanisation of Britain, impact of technology, culture and beliefs, including early Christianity</i></li> </ul>	<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>- Mayan civilization AD 900</li> </ul>
<p><b>Geography</b></p>	<p><u>United Kingdom – World wide</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>- name and locate the world's 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</li> </ul> <p>Geographical vocabulary to refer to:</p>	<p><u>Europe - Italy</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul> <p>Human and physical geography</p>	<p><u>World wide – South America</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of</li> </ul>

	<ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</li> </ul>	<p>human and physical geography of a region of South America</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>Art and Design</b></p>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Variety if techniques (e.g. dyeing, weaving, stitching)</li> <li>- Stitching, joining, cutting</li> <li>- Paste resist</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Painting from a drawing</li> <li>- Different media and materials</li> <li>- Create from a variety of sources</li> <li>- Colour - atmosphere and light, primary, secondary, complimentary colours</li> </ul>

	<ul style="list-style-type: none"> <li>- Texture – textured paint</li> </ul> Printing <ul style="list-style-type: none"> <li>- Hard and soft materials</li> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul>		
<b>Design and Technology</b>	Mechanisms – sliders and levers	Mechanical systems - Pneumatics	Electrical systems – monitoring and control
<b>Music</b>	TBC	TBC	TBC
<b>Physical Education</b>	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Keeping myself safe online	Keeping myself safe online	Keeping myself safe online
<b>Ancient and MFL</b>	French	French	French
<b>Computing</b>	E Safety Using the Internet 2 Coding and Programming: Preparing for Turtle Logo 2	E Safety Technology in our lives: Internet Research 3 Online safety 3,4 Handling Data: Word Processing 4	E Safety Coding and Programming: Scratch Games 5 Kodu Programming 6 Multimedia Text and Images: 3D modelling 5 Internet Research and Web Design 5

<b>Key celebration calendar events</b>	E Safety Week Fairtrade Fortnight World Book Day Lent Easter		
<b>Launch</b>	Zoo visit??	??	??
<b>Landing</b>			

**Heslerton CE Long Term Curriculum Plan**                      **Year B CREATE - Summer Term**

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b>	Creating (Arts focus)		
<b>Topic Focus</b>	Let's Go Outdoors	Landscapes	Coastal Carnival
<b>Moral Focus</b>	Dreams	Consequences	Community
<b>English</b>	Persuasive Texts Balanced Arguments Stories set in fantasy worlds	Adventure Stories Non-chronological reports	Shakespeare Stories told as playscripts Newspapers Non-chronological reports Scary stories
<b>Mathematics</b>	See White Rose Maths Planning		
<b>Science</b>	Physics – Seasonal changes (continual)  Biology - Living things and habitats  Biology - Plants	Working Scientifically  Biology: Living Things and Habitats  Chemistry: Rocks	Working Scientifically  Biology: Living things and habitats  Chemistry - Materials, filtering, changes
<b>RE</b>	Living  F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?  1.8 Key question: How should we care for others and the world and why does it matter?	Living  L2.9 Key question: What can we learn from religions about what is right and wrong?	Living  U2.7 Key question: What matters most to Christians and Humanists?
<b>History</b>	Changes within living memory:		- <i>Links to Whitby's heritage, where possible</i>

	<p>Significant People (national and international):</p> <p>Significant Historical Events and Places:</p>		
<b>Geography</b>	<p><u>United Kingdom – West Heslerton</u>  <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p>Human and physical geography  Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><u>World wide – including South America Mountains, Volcanoes and Earthquakes</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and physical characteristics, key topographical features (including hills, mountains)</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of the mountains in the United Kingdom, of the</li> </ul>	<p><u>United Kingdom - Whitby</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

		<p>mountains in a European country, and of the mountains in South America</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	
<b>Art and Design</b>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Match and sort fabric</li> <li>- Change and modify threads and fabrics</li> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture - weaving</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Collage</p> <ul style="list-style-type: none"> <li>- range of techniques – tearing, overlapping, layering</li> <li>- represent texture</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Collage</p> <ul style="list-style-type: none"> <li>- add to a painted, printed or drawn background</li> <li>- Range of media</li> <li>- Different techniques</li> </ul>

<b>Design and Technology</b>	Textiles - Templates and Joining Techniques	Structures – Shell structures	Mechanical systems - Cams
<b>Music</b>	TBC	TBC	TBC
<b>Physical Education</b>	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Me and my relationships	Me and my relationships	Me and my relationships
<b>Ancient and MFL</b>	French	French	French
<b>Computing</b>	Coding and Programming: Programming for Turtle Logo 2 Technology in our Lives: Using and Applying 1,2	Coding and Programming: Programming Turtle Logo and Scratch 3 Programming Turtle Logo 4 Scratch Questions 4	Technology in our Lives Using and Applying 5,6 Handling data: Spreadsheets 6
<b>Key celebration events</b>	Whitsun Trinity Sunday Olympics? Sports Day Leavers		
<b>Launch</b>	Beach visit??	Beach visit??	Beach visit (Whitby)??
<b>Landing</b>	Play (linked to curriculum areas)		